DOCUMENT RESUME

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ABSTRACT

GRADES OR AGES: Grade 5. SUBJECT MATTER: Social studies. ORGANIZATION AND PHYSICAL APPEARANCE: The guide is divided into five units: "Seventeenth and Eighteenth Century New England," "The Constitution," "Westward Expansion," "Two Latin American Countries," and "Slavery in America." It is printed and staple bound with a paper cover. OBJECTIVES AND ACTIVITIES: Each unit begins with an outline of major concepts and skills to be learned. Activities described in each unit include discussion and reading, field trips, problem solving, and role playing. Very specific questions are given to guide discussions. Suggestions for timing of units are included. INSTRUCTIONAL MATERIALS: Each unit contains an extensive annotated list of basic books, supplementary books, films, and other multimedia materials. Some units contain a short list of teacher references. STUDENT ASSESSMENT: Very general guidelines for evaluation are included in the introduction. (RT)

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THE MAKING OF AN AMERICAN

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AN ELEMENTARY SOCIAL STUDIES CURRICULUM SUPPLEMENT

Department of Curriculum and Instruction
Fairfax County Public Schools
Fairfax, Virginia

July 1969

SP007292

INTRODUCTION

The fifth level of the social studies curriculum, "The Making of An American," is designed to maintain a balance between the study of substantive and value concepts and the development of critical thinking skills. The development of these skills is to be aided through the use of two casebooks, Selected Studies in American History and Your Rights and Responsibilities as an American Citizen: A Civics Casebook. Both books are designed to encourage students to think--to analyze data and to draw their own conclusions, often based on primary sources.

This level of the curriculum concentrates on the Western Hemisphere with special emphasis on the United States. This focus is amplified and extended in the intermediate and high school curriculum.

The following program contains five units, four of which may be staggered. Mexico and Peru need not be studied consecutively in the Latin American unit. Staggering units will facilitate the logistics of distributing social studies materials from the County Instructional Media Center and the school resource center.

The fourth level of the curriculum entitled "Virginia and Four Areas of the World" concentrates on depth studies of Virginia, Egypt, Brazil, India, and Switzerland.

Level six deals with the Eastern Hemisphere. Contemporary studies are made of China, Japan, Russia, and Africa, South of the Sahara. This program contains the following historical units: Early Man, Classical Civilization, the Medieval World, Renaissance Italy, and England.

The rapid survey approach of most textbooks does little to encourage the development of ideas and the growth of understandings. The approach in this program has been designed to add depth to the curriculum and to articulate with the total social studies program, K-12.

NOTES TO THE TEACHER

"The Making of an American" is designed to meet the needs of students on different reading levels. Rather than a single textbook, a variety of materials is used, including books, records, filmstrips, films, and documents. It is probable that not all students will be able to complete all the units, and if such is the case, priority should be given to Unit II, The Constitution. Each unit contains an inquiry model to provide an approach to the unit. It is expected that many other ideas similar to the models provided will be developed.

Attitudes, understandings, and skills in the social studies area will improve if certain assumptions and considerations are kept in mind.

1. Children must be actively involved in the educational process, including planning and evaluation. To achieve this involvement, the teacher's role becomes that of a catalyst rather than that of an inquisitor.

2. Skills to be developed in social studies and language arts are often the same and should be studied as an entity whenever feasible. For instance, discussions skills, reporting, and examining newspapers are included in all language programs. Lengthy reports and booklets are inappropriate for the elementary child. (Many children interpret "in your own words" to mean paraphrasing, sentence by sentence, an encyclopedia into synonyms.)

3. The humanities approach to the social studies requires the inclusion of literature, art, music, drama, and the dance.

4. Social studies lends itself to a problem-solving approach. Questions that stimulate thinking, that are open-ended, and that encourage alternate solutions help children experience involvement, excitement, and fun in a learning situation. Simple recall is the lowest cognitive level,

and is the least interesting and least beneficial form of learning. A multi-media approach can provide learning experiences for children of varying abilities and interests, while a textbook approach is inflexible and does not develop a depth of understanding. In a multi-media approach students make use of all available resources of the school and the community. Kits for each unit provide a variety of reading materials. In addition, filmstrips and other material may be made available to students to use to gather information either individually or as a group project, either in the classroom or in the library.

5. Gaming, simulation, and role playing encourage discovery and inquiry. Several models are interspersed throughout these units, and should encourage teachers and children to develop additional situations.

6. Current events are best related to the social studies content areas. News items are used to compare versions of the same event, to stimulate critical thinking, and to increase children's sensitivity to propaganda. The daily reading of randomly selected news clippings has little value.

7. Because work in small groups is basic to social studies, the teacher and children must plan carefully before dividing into committees. To insure success, the first experiences should be carefully structured by the teacher. The role and responsibilities of the group leader, the recorder, and committee members must be discussed and then posted for easy reference and evaluation. Committees should be heterogeneous, and newly formed for each activity.

8. In each unit of this guide, specific objectives are listed under each concept, and as nearly as possible these are stated in behavioral terms. These objectives should serve as a guide in evaluating eventual student outcomes.

9. Each unit has a list of basic books under multi-media materials. These books are to be kept in the library, but are not to be placed on the shelves for general circulation. They are to be made available for teachers to sign out as a complete unit for use in the fifth level as needed. For example, a school with three sections of fifth graders would have a kit on the unit "Seventeenth and Eighteenth Century New England" as follows:

Young Paul Revere's Boston - 3 copies

The Pilgrims - 3 copies

Biography of a City: Boston - 3 copies

America is Born - 3 copies

Pilgrim Courage - 3 copies

In addition to these, the teacher will have in her room all year long approximately twelve copies of Selected Case Studies in American History and several copies of the old textbook, Your Country and Mine.

10. Selected Case Studies in American History and Your Rights and Responsibilities as an American Citizen: A Civics Casebook were designed to improve the thinking ability of students. The Civics Casebook is an integral part of Unit II, "The Constitution," and should be used in conjunction with that unit. Case Studies in American History is designed to be inserted at various points of the fifth level of the curriculum and should be presented in a partially sequential order.

The first four cases of Case Studies in American History should be used at the beginning of the school year as an introduction to historical method. Cases five through ten should be used at the proper point of related content. Cases eleven, twelve and thirteen could be included for some highly motivated children at the end of the year in the unit

"Slavery in America," because they deal with a complex problem in historical interpretation. The Teachers' Manuals accompanying both casebooks offer suggestions on how to vary the approach to each case.

In addition to the basic books, An American Album is designed to stimulate interest in independent reading. The materials in the kit offer a six-level reading range (grades three to nine), and are grouped into ten interest areas with three hundred readings. A teachers' handbook accompanies the Album and gives instructions for its use. The selections offer a choice of subject matter and are drawn from a wide variety of books, magazines, and newspapers. Although many of these excerpts will not relate chronologically to this social studies curriculum, they do relate thematically. The use of the American Album will have to be worked out among the teachers involved.

11. The evaluation of student progress in social studies is a major problem for the teacher.

Unfortunately, pupil evaluation has generally been based on the written recall of information; other learnings have been overlooked. An excellent treatment of social studies evaluation can be found in the National Council for the Social Studies 35th Yearbook, Evaluation in Social Studies, in which Maxine Dunfee describes three aspects of evaluation:[1]

> (1) Cooperative Evaluation -- The process by which teachers and pupils study critically their activities and projects, cooperative evaluation takes place continually throughout the unit of work--during the initiation as pupils evaluate the quality of the questions they are asking and significance of the problems they are raising; during the planning session which follows the initiation of the unit

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[1]Berg, Harry D. (Ed.), Evaluation in Social Studies, Washington: National Council for the Social Studies, 1965, pp. 154-156. Copies of the Yearbook may be obtained for $4.00 from the National Council for the Social Studies, 1201 Sixteenth Street, Washington, D.C. 20036.

as pupils suggest and evaluate ideas for carrying on the search for solutions to problems; and during the development of the unit of work and at its end as children analyze their successes and failures in carrying out the plans they have made.

(2) Self-Evaluation -- Through self-evaluation the child attempts to assess objectively his success in meeting group-arrived-at standards of work and in meeting goals set for the child in his planning with the teacher. Self-evaluation is often a corollary of cooperative evaluation. Under favorable conditions, when teachers and pupils cooperatively evaluate their successes and failures, each pupil has an opportunity to see himself in relation to the task and to assess the value of his own contribution. When children ask, "How well did we assume responsibility for carrying out the plans we made," it is to be hoped that each child will be reminded to ask, "How well did I do the part I promised to undertake? How did I contribute to the success or the failure of the group?" Indeed, through cooperative evaluation pupils and teachers often devise check lists which can serve as guides to self-evaluation.

(3) Teacher Evaluation -- Teacher evaluation, ideally, uses a wide variety of techniques to study group and individual accomplishments during the development of the unit of work as well as at its end. As pupils and teacher cooperatively evaluate many of their plans and activities, the teacher has an opportunity to study pupil reaction to group work, to note pupils who participate effectively, to discover the quality of ideas and suggestions proposed in the group, to identify pupils who are skillful in evaluation, and to judge the general attitudes of the children toward their work. Many things of a general nature and some quite specific things are revealed to the teacher through cooperative evaluation experiences.

But the teacher needs more definitive evaluation data about pupils than can be secured through group evaluation and discussion. And thus he plans carefully to assess the results of individual and group effort frequently during the unit of work through observations and questioning, and at its end through a careful analysis of the products of children's work, through a study of anecdotal records kept by the teacher and the pupils themselves, and through the more familiar activities of summarizing and testing.

Teacher evaluation serves several important purposes. It identifies strengths and weaknesses in group endeavor; it provides data for the evaluation of individual progress toward desirable goals; and it provides direction for planning next steps for groups and individuals. It is in the achievement of such purposes that teacher evaluation looks not only to what has been accomplished but also to the future.

The social studies curriculum for the fifth level is designed to provide many opportunities for group discussions, small group interaction, and individual research. The teacher will therefore use a variety of evaluative techniques when diagnosing and prescribing for individual and group growth.

SOCIAL STUDIES CURRICULUM

G O A L S

Children

Become responsible, thinking individuals

Become familiar with, and appreciative of, their American heritage

Develop empathy for other individuals and cultures

Understand the need for law and the role of government

Perceive the relationships between freedom, responsibility, and the American way of life

Examine and evaluate the forces of change

Understand the relationship of technology to human life

Develop a space-time orientation

Understand and use the historical method

MAJOR CONCEPTS *

Substantive Concepts:

Conflict -- Its Origin, Expression and Resolution

The Industrialization-Urbanization Syndrome

Secularization

Compromise and Adjustment

Morality and Choice

Scarcity

Habitat and Its Significance

Culture

Institution

Social Change

Value Concepts:

Interaction

Dignity of Man

Empathy

Loyalty

Government by Consent of the Governed

Freedom and Equality

Method Concept:

Historical Method and Point of View

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* The conceptual framework used in this program is based on the work of the Social Studies Curriculum Center at Syracuse University. It would be useful for a school to have Major Concepts for the Social Studies which may be obtained by writing the SSCC, 409 Maxwell Hall, Syracuse University, Syracuse, New York 13210. The price per single copy is $1.50.

SCOPE

Seventeenth and Eighteenth Century New England - 9 weeks

The Constitution - 9-12 weeks *

Westward Expansion - 9 weeks

Two Latin American Countries: Peru and Mexico - 4 weeks

Slavery in America - 2 weeks **

A SUGGESTED SCHEDULE FOR THREE TEACHERS

Teacher 1	Teacher 2	Teacher 3
New England	The Constitution	Westward Expansion
The Constitution	Westward Expansion	New England
Latin America	New England	The Constitution
Westward Expansion	Latin America (Peru)	Latin America (Mexico)
Slavery	Slavery	Slavery

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* The Constitution is the priority unit for the entire program and if time becomes a problem in planning, this unit should be the last to be deleted. Suggested times are open to change based on student needs. When the students are using the Civics Casebook, the basic kit will not be used and can be moved to another classroom.

** The Slavery in America unit is to be used with children only after the completion of the previous four units because the skills involved are more sophisticated and based upon skills taught in earlier units.

Unit I: SEVENTEENTH AND EIGHTEENTH CENTURY NEW ENGLAND *

Estimated time of coverage - 9 weeks

I. Major Concepts

A. Conflict--Its Origin, Expression, and Resolution

Children will explore the role of dissent in early American life; e.g., Pilgrim and Puritan versus the English establishment, Ann Hutchinson and Roger Williams versus the Puritan oligarchy, Sam Adams versus the royal establishment.

B. Secularization

Children will

. Investigate religious conviction as an historic force

. Examine the non-separation of church and state

. Examine the function of law and government in a theocratic society.

C. Habitat and Its Significance

Children will examine the development of viable communities in a harsh physical environment.

D. Institution

Children will explore the beginnings of government.

E. The Industrialization-Urbanization Syndrome

Children will investigate the birth and development of a city; e.g., Boston and its religious, economic, political, and social development.

II. Skills

A. Children will

. Distinguish between primary and secondary sources

. Analyze pictures as historical evidence

. Collect, organize, and evaluate information

. Order and relate chronological events

. Frame meaningful questions.

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* At the beginning of the school year all children examine cases one through four in Selected Case Studies in American History. These should precede any of the units in this guide.

III. Content (Cases Five, Six, and Seven from Selected Case Studies in American History should be used during this unit.)

The following questions should serve as a starting point for teachers in developing problems to be investigated. These are not necessarily intended to be asked directly to students but should be adapted to suit individual student needs.

A. Who were the 17th century immigrants to New England, and why did they come?

1. Were they tolerant or intolerant of other religions? Why?
2. Were they primarily individualists, or were they community oriented? Why?
3. Were they flexible or inflexible beyond their views of religion? Why?
4. Were factors other than religion involved in motivating immigration?
5. Why were fewer slaves found in New England than in the Southern colonies?

B. What kind of community did these immigrants try to establish?

1. Why are the Mayflower Compact and the 1629 Massachusetts Charter important?
2. Were the immigrants loyal or disloyal to English Law and the principles set forth in the Magna Charta? Explain.
3. How did these colonists solve the problems of wilderness living?
4. What contributions did the town meeting make to the growth of democracy? Is the town meeting feasible today? Why or why not?
5. What different patterns of life did colonial families develop? How did families provide for such basic needs as food, clothing, shelter, and amusement?

C. What factors contributed to the development of Boston?

1. Who came to early Boston and why did they come? (Examine both religious and economic factors.)
2. What problems did the land present? How did Bostonians solve these problems?
3. How did the people live and govern themselves?
4. What contribution did New England make to the development of education? What were the schools like in Colonial Boston?
5. How has Boston changed physically, economically, and politically; e.g., from shipbuilding, whaling, and trade to textiles and electronics?

D. What role did New Englanders play in the events leading up to the American Revolution?

1. Who were the Sons of Liberty? What was their goal? Who were the Loyalists?
2. Why did the Boston Tea Party take place?
3. Why was what happened at Lexington and Concord in 1775 significant?
4. What effect did the Revolution have on the institution of slavery?
5. Why was the Declaration of Independence so important? How did New Englanders react?

E. What role did each of the following play in early New England?

. Cotton Mather: Preacher
. John Winthrop: Administrator
. Roger Williams: Religious Rebel
. Paul Revere: Artisan and Politician
. Crispus Attucks: Martyr
. Samuel Adams: Political Rebel
. John Adams: Cautious Revolutionary
. Ann Hutchinson: Dissenter

IV. An Inquiry Model

THE PILGRIM DILEMMA

Problem I (To be given to class)

Time: September, 1620
Place: Plymouth, England
Situation: You are a Pilgrim leader and must plan an expedition sailing for the new world in a few days. You will settle in territory owned by the Virginia Company and your band will consist of about 100 persons. You must resolve the following problem with your followers:

What types of provisions must be taken to permit the colony to be self-sufficient in meeting the basic needs of survival? (Remember your money and space for provisions are very limited; therefore, restrict your list to a maximum of 50 specific items.)

Instructions for Teacher:

Students will work on this problem individually for approximately fifteen minutes and then divide into groups of five or less, each with a leader and recorder.

The remainder of the period will be devoted to small group work discussing approaches to the problem, such as gathering information and verifying evidence, with the teacher serving as consultant.

Students will continue to gather and analyze information during the next two or three days to arrive at a solution to the problem in their small groups.

On the day following, the group leader will report his group's findings to the rest of the class. The students will determine categories which the teacher will list on the board. The proper placement of items under categories should be left to the students. (Some suggested categories are tools, food, clothing, recreation, weapons, health, communication.)

After all provisions are categorized, an item analysis for each listing should be made by the class. The students decide whether each is a priority item and is a valid listing. The availability of items

for that time period is a research area. The group having the most items accepted by the class should be recognized for its use of the historical method.

Problem II (Upon completion of Problem I, the class will be given Problem II)

Time: December, 1620
Place: Plymouth, Massachusetts
Situation: It is winter, and you must move quickly if your small group is to survive. The site you have chosen has a good harbor, an excellent supply of water, and a sizeable hill rising from the harbor. You also find fields that have been cleared--apparently by Indians. Food is in short supply; many group members are ill. Your problem is how to survive the winter. You must come up with a plan of action to enable the settlement to live through the winter.

Instructions for Teacher:

Divide the class into new groups of five or less using a different leader and recorder for each group. The groups have the remainder of the period and the following day or days to draw up their plans of action. Some factors to be considered are: weather, available resources, housing, food, Indian relationships, health needs, defense, and form of government. (Remember provisions selected in Problem I.)

After plans have been formalized, each group leader presents his group's plan in a concise and well-organized fashion to the class. Each plan is discussed following its presentation. After each plan has been discussed and critiqued, the class members choose the plan they consider best. (Teachers should take great care to sensitize children to the skills needed in reporting.)

V. Multi Media Materials

BASIC BOOKS

Epstein, Sam and Beryl. Young Paul Revere's Boston. Champaign, Illinois: Garrard Publishing Company, 1968. One copy per class. This simply-written book offers a lively account of Boston in the mid-1700's.

Gardner, William E., Robert W. Beery, and James R. Olson. Selected Case Studies in American History, Volume I. Boston: Allyn and Bacon, Inc., 1969. Twelve copies per class. Case Five, "The Pilgrim and the Artist," Case Six, "Who Fired that Shot?," and Case Seven, "Sam Adams and the Minutemen" pertain to this unit.

Groh, Lynn. The Pilgrims: Brave Settlers of Plymouth. Champaign, Illinois: Garrard Publishing Company, 1968. One copy per class. This book is a fascinating, easily-read account of how the Pilgrims survived in the wilderness.

Hepburn, Andrew. Biography of a City: Boston. New York: Scholastic Book Services, 1966. One copy per class. Most of this book is devoted to eighteenth century Boston.

Johnson, Gerald White. America is Born: A History for Peter. New York: William Morrow and Company, Inc., 1959. One copy per class. The account assumes a background of information that will necessitate supplementary reading, but parts of this book are good to read aloud to a class or to record on tape. Because this book is organized around concepts, it provides a good basis for discussion.

Smith, Brooks E. and Robert Meredith. Pilgrim Courage. Boston: Little, Brown and Company, 1962. One copy per class. The book contains selected excerpts from the History of Plymouth Plantation and the journals of William Bradford and Edward Winslow.

SUPPLEMENTARY BOOKS

Alderman, Clifford Lindsey. Samuel Adams, Son of Liberty. New York: Holt, Rinehart & Winston, Inc., 1963. This is an excellent full-length biography for the upper elementary child.

_____. The Story of the Thirteen Colonies. New York: Random House Inc., 1966. This well-done Landmark Book is appropriate for able readers.

Borreson, Mary Jo. Let's Go to Plymouth with the Pilgrims. New York: B.P. Putnam's Sons, 1963. This book, with big print and 48 pages, is easy reading.

Boorstin, Daniel J. The Landmark History of the American People from Plymouth to Appomatox. New York: Random House, 1968. This is a good general reference.

Bulla, Clyde R. and John Billington. Friend of Squanto. New York: Thomas Y. Crowell Company, 1956. This fictionalized account of the first year in Plymouth Harbor is especially useful for slower readers.

Dalgleish, Alice. The Courage of Sarah Noble. New York: Charles Scribner's Sons, 1954. Easy fiction describing early eighteenth century life in Connecticut, this book has special appeal for girls.

Daugherty, Sonia. Ten Brave Women. Philadelphia: J.B. Lippincott Co., 1953. Three of the women portrayed in this lively book are Ann Hutchinson, Abigail Adams, and Dolley Madison.

Forbes, Esther. America's Paul Revere. Boston: Houghton Mifflin Company, 1946. This is a carefully-researched, well written biography.

_____. Johnny Tremain. Boston: Houghton Mifflin Company, 1943. This Newberry Award book is for advanced readers.

Hall, Elvajean. Pilgrim Stories. New York: Rand McNally & Co., 1961. This volume provides easy reading.

Hanff, Helene. Early Settlers in America (Jamestown, Plymouth, and Salem). New York: Grosset and Dunlap, 1965. Because of its format, this book is reassuring to slower readers, although the vocabulary is not easy.

Holberg, Ruth. Gilbert Stuart. New York: Thomas Y. Crowell Co., 1948. Although this book is over 20 years old, it remains the best available elementary source for background about the fine arts in Colonial America.

Judson, Clara I. George Washington. Chicago: Follett Publishing Co., 1956. This is a full-length biography.

Lawson, Robert. Mr. Revere and I. Boston: Little, Brown and Company, 1953. Children enjoy having this very funny, expertly-executed book read aloud to them.

Meadowcraft, Enid. When Nantucket Men Went Sailing. Champaign, Illinois: Garrard Publishing Company, 1968. This volume offers adventure.

Morison, Samuel Eliot. The Story of the "Old Colony" of New Plymouth. New York: Alfred A. Knopf, 1964. This book by the dean of American historians is for able students.

Peterson, Helen Stone. Roger Williams. Champaign, Illinois: Garrard Publishing Company, 1968. Simply written, this short book emphasizes Williams' convictions concerning religious freedom.

Rich, Louise Dickinson. The First Book of New England. New York: Franklin Watts, Inc., 1957. This is a good introductory book for most readers.

Seabery, Stanley. The Negro in American History, Vol. I: Which Way to Citizenship? New York: Scholastic Book Services, 1968. This illustrated inexpensive paperback is an invaluable resource for the year's program, and supplements Your Rights and Responsibilities as an American Citizen and Selected Case Studies in American History, Vol. I.

Speare, Elizabeth. The Witch of Blackbird Pond. Boston: Houghton Mifflin Company, 1958. A moving story for able girls, this book is now available in paperback.

Tunis, Edwin. Colonial Living. Cleveland: World Publishing Company, 1957. Well illustrated, this is a basic source book for details of colonial life.

PROFESSIONAL REFERENCES

Children's Books to Enrich the Social Studies for the Elementary Grades. Washington, D.C.: National Council for the Social Studies, 1966.

Katz, William Loren. Teacher's Guide to American Negro History. Chicago: Quadrangle Books, 1968.

Morris, Richard B. and James Woodress. (Ed.) The Beginnings of America - 1607-1763. New York: McGraw-Hill Book Company, 1961.

Morison, Samuel Eliot. The Oxford History of the American People. New York: Oxford University Press, 1965.

FILMS

Colonial America in the Eighteenth Century. McGraw-Hill, 17 min., color.

Declaration of Independence by the Colonies. EBEC, 19 min., black & white.

English and Dutch Explorers. EBEC, 11 min., color.

The Northeast: Headquarters of a Nation. EBEC, 22 min., color. (Contemporary setting)

Johnny Tremain. Walt Disney, Part I - The Boston Tea Party, 30 min., color.

Johnny Tremain. Walt Disney, Part II - The Shot Heard Round the World, 32 min., color.

Saga of Western Man, 1776. Parts I and II - McGraw-Hill, 54 min., color.

Saga of Western Man, Pilgrim Adventure. Parts I and II - McCraw-Hill, 54 min., color.

American Heritage on Stamps. Stanton Films, 11 min., color.

FILMSTRIPS AND RECORDS

The American Revolution. Life Magazine. This filmstrip provides a survey of the war through reproductions of paintings. Well done, succinct, and informative.

The American Revolution: A Picture History. EBEC.
- Causes of the Revolution
- The War from Lexington to Princeton
- Declaration of Independence
- The War from Saratoga to Valley Forge
- The War at Sea
- The War in the South

This series of filmstrips offers a good survey of the period, suitable as enrichment for capable students.

America's Arts and Skills. Life Magazine.
- The Practical World of the Colonists
- The Affluent Society of the 18th Century
- The Sturdy Age of Homespun
- The Magnificent Classic Revival
- The Romantic Decades
- The Timeless Southwest
- An Age of Gilded Opulence

This series used vivid photographs of handicrafts, art objects, homes, and home furnishings, dress and architecture to describe cultural and social life through the nineteenth century. These filmstrips will have greatest appeal for the capable student.

Children of Pioneer Times: Tools and Handicrafts of the Colonial Frontier. McGraw-Hill. Photographs of tools, artifacts, and handicrafts are used to demonstrate the ways in which early Americans provided for food, clothing, shelter, agriculture, play and education.

Critical Thinking Aids Series - Modern Learning Aids.

Colonial Social Life
Triangular Trade Route
Declaration of Independence
King George and His Colonies
Massachusetts Bay
Massacre and Propaganda
Plymouth Colony
Clipper Ships
Whaling
Tea Party and King George
The Witches of Salem
Loyalists and Patriots

These filmstrips provide for a maximum of student involvement by allowing pupils to role play, study the problems faced by historical figures and resolve problems by making choices presented in the filmstrip.

Early Settlers of New England. EBEC. This filmstrip focuses on daily life of a pioneer family as it watches Salem grow from outpost to village.

The History of the American Negro. McGraw-Hill.

From Africa to America
Slavery in the Young American Republic
Slavery in "A House Divided"
The Negro in Civil War and Reconstruction
The Negro in the Gilded Age
The Negro Faces the Twentieth Century
The Negro Fights for the "Four Freedoms"
The Threshold of Equality

This series helps provide a basic understanding of the Negro in America, his problems and contributions and can be used with Units I, III, and V.

How We Learn About the Past. Audio Visual Division, Popular Science Publishing Co., Inc. Skills of the archeologist and the historian are described in this filmstrip.

Learning to Use Maps. EBEC.

Reading Physical Maps
Studying An Area Through Maps
Reading Directions on Maps

Basic map skills are examined by Clyde Kohn, a leading geographer. Studying An Area Through Maps uses New England as a case study.

Living in Colonial America Series. Imperial Filmstrips.

Living in Early Plymouth, Massachusetts
Living in 18th Century New England

The first filmstrip begins with Pilgrims in Holland and ends with the laying out of the Plymouth settlement. The second uses photographs of Old Sturbridge Village, Massachusetts, to depict life of the period.

Rise of the Industrial Northeast. EBEC. This filmstrip concentrates on the rise of the factory system. It is an historical complement to the U.S. Northeast series.

Salem, Hub of Colonial Commerce and Culture. Museum Extension Service. The filmstrip traces the growth of Salem as a leading colonial seaport.

The Salem Witchcraft Trials. EBEC. This informational text provides a different approach to the problem-oriented Modern Learning Aid filmstrip on the same subject.

The U.S. Northeast. EBEC.
The U.S. Northeast: Headquarters Region of the Nation
The U.S. Northeast: Growth of the Region
The U.S. Northeast: America's Gateway
The U.S. Northeast: Its Decision Making Cities
The U.S. Northeast: The People of the Region
A geographic look at contemporary New England and the Northeast helps students to project the growth of seventeenth and eighteenth century New England into the twentieth century. This series is recommended for average and above average students.

We Learned from the Indians. Audio Visual Division, Popular Science Publishing Company, Inc. This easily understood filmstrip emphasizes the relationship between the American Indian and the development of cultural heritage of the United States.

SPECIAL RESOURCE

Davies, John Langdon (Ed.). "The Mayflower and the Pilgrim Fathers." History Jackdaws. New York: G.C. Putnam's Sons. This kit is a collection of documents including maps, sketches, etc. on the Mayflower voyage and the Plymouth settlement.

Unit II: THE CONSTITUTION *

Estimated time of coverage - 9-12 weeks

I. Major Concepts

A. Government by Consent of the Governed

Children will

. Investigate the need for law and the role of government

. Analyze the principle of checks and balances

. Demonstrate an understanding of civic opportunities and obligations; e.g., a respect for and adherence to school rules, a voice in the formulation of school rules.

B. Loyalty

Children will develop an appreciation of the Constitution and of Constitutional processes as a basic part of their American heritage.

C. Freedom and Equality

Children will

. Express their individuality within the framework of society

. Examine the values of living in a relatively stable society where there is equality of opportunity under the law.

D. Compromise and Adjustment

Children will create and utilize peaceful means of resolving conflicts in order to provide maximum protection for one's life, liberty, and property.

II. Skills

Children will

. Inquire and think critically: analyze laws, evaluate evidence, and reach objective and logical conclusions

. Discuss controversial issues in an objective atmosphere using evidence and logic.

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* At the beginning of the school year all children examine cases one through four in Selected Case Studies in American History. These cases should precede any of the units in this guide.

III. Content - A Civics Casebook, Unit I, Part I should be used at the beginning of this unit. The remaining units of the Civics Casebook are to be used at the discretion of the teacher.

The following questions should serve as a starting point for teachers in developing problems to be investigated. They are not necessarily intended to be asked directly to students but should be adapted to suit individual student needs.

A. Do we need laws? Why or why not?

B. How should laws be written? What are some examples of written laws?

C. What is the Constitution and why are we studying it?

D. Why is compromise an essential part of legislative process?

E. What role did each of the following play in framing the Constitution?

- Benjamin Franklin: Compromiser
- George Washington: Stabilizer
- James Madison: Recorder
- Alexander Hamilton: Authoritarian
- George Mason: Dissenter

F. Why did the framers of the Constitution avoid settlement of the slavery issue when several key delegates advocated the abolition of slavery?

G. Who makes the Constitution work? How?

H. What is the Bill of Rights and what does it mean to us?

IV. Two Inquiry Models

GOVERNMENT AT OUR DOORSTEP

Many students in Fairfax County are not aware of the various levels of government, and are preoccupied with the national government.

This study is designed to help students become cognizant of the extent to which government concerns our everyday life. Students should understand that there are separate layers of government, including local, state, and national.

Students are to take a short walking tour of the local neighborhood. They will take written notes on everything they observe that is affected by any level of government in their immediate environment.

Children may be divided into small groups if adults are available for each group. Each student is to work separately and make his own observations. Upon returning from their walk, students will categorize their notes under three major headings--national government, state government, and local government.

The next day the teacher will put the three categories on the board and a classroom volunteer will record his list under the proper classifications, to be challenged by the rest of the class. Some examples of items students might list are:

air -- all levels of government could be involved
garbage cans -- local government
streets -- local governments (highways--state and/or national)
mailboxes -- national government

Building on this list, the teacher will record all other student observations under the three categories. Students can research those areas where the answer is not clear as to which level or levels of government are concerned. In many cases, more than one level is involved with the same item.

Students can evaluate their observation skills by comparing their lists with that accepted by the class. (Some students may wish to compare the government of Washington, D.C. with that of Fairfax County.)

THE PHILADELPHIA HAPPENING *

Problem (To be given to class)

Time: Monday, May 25, 1787
Place: Independence Hall, Philadelphia
Situation: The United States is a new country composed of thirteen separate states. The government does not seem to work. It is in debt, and has no authority to levy and collect taxes. The government has no clear leader; the country is threatened with being splintered into thirteen separate entities. A small group of men representing twelve of the thirteen states are meeting to see what can be done to improve the existing situation.

Instructions for the Teacher: **

1st Step Each student will assume the role of a member of the Constitutional Convention. He will research the point of view of either the individual whose role he is assuming, or the position of that representative's state. One day of research could be allotted for role identification.

2nd Step Students will report briefly on the position and situation of their respective roles. Students will divide into small groups to examine the paper giving the weaknesses of the Articles of Confederation, and to seek possible improvements for a new Constitution. (Students representing the same state should be on

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* For students unable to carry out this activity, the development of a model Constitution for the school or classroom could be substituted.

** The eight steps will take approximately two weeks.

the same committee.) Some students may choose to do additional research. (The Great Constitution is more difficult reading than The First Book of the Constitution and Old Ben Franklin's Philadelphia.) Each group will be composed of five students or less, and will have a leader and a recorder.

3rd Step Small group work continues, as the teacher checks the progress of each group and individual. (Groups should be making an item analysis of each weakness, and suggesting solutions. This activity may take two or three days.)

4th Step The convention is called to order by George Washington of Virginia. James Madison of Virginia serves as recorder. The class divides into two main groups, representing the interests of the large and small states. Virginia, Pennsylvania and Massachusetts should be placed in the large states group. The remainder may be divided to provide equally-sized groups. Each group, with a leader and a recorder, must come up with a program for action. A final plan can be ratified by a majority.

5th Step Both sections work on their plans, based on previous small group suggestions.

6th Step The leader of each group presents its plan to the convention. The teacher will meet at an appropriate time during the day with the conference committee composed of the leaders of the two large groups and two members appointed from each section by the group leader.

7th Step The conference committee makes its report to the convention, each item is debated, and the vote taken; when a majority of the twelve states vote approval, the new Constitution is ratified.

8th Step The last step is an oral review of such terms and concepts encountered as:

federal system	executive
checks and balances	legislative
sovereignty	judicial
nationalism	House of Representatives
inauguration	Senate
compromise	Congress
ratify	veto

The students review the list of weaknesses of the Articles of Confederation, and compare the class-approved plan with that of the Constitution.

To be given each student:

Delegates Who Attended the Federal Convention

New Hampshire
John Langdon
Nicholas Gilman

Massachusetts
Elbridge Gerry
Nathaniel Gorham
Rufus King
Caleb Strong

Rhode Island
(No appointment)

Connecticut
William Samuel Johnson
Roger Sherman
Oliver Ellsworth

New York
Robert Yates
Alexander Hamilton
John Lansing, Jr.

New Jersey
David Brearley
William Churchill Houston
William Paterson
William Livingston
Jonathan Dayton

Pennsylvania
Thomas Mifflin
Robert Morris
George Clymer
Jared Ingersoll
Thomas Fitzsimons
James Wilson
Gouverneur Morris
Benjamin Franklin

Delaware
George Read
Gunning Bedford, Jr.
John Dickinson
Richard Bassett
Jacob Broom

Maryland
James McHenry
Daniel of St. Thomas Jenifer
Daniel Carroll
John Francis Mercer
Luther Martin

Virginia
George Washington
Edmund Randolph
John Blair
James Madison, Jr.
George Mason
George Wythe
James McClurg

Georgia
William Few
Abraham Baldwin
William Pierce
William Houstoun

North Carolina
Alexander Martin
William Richardson Davie
Richard Dobbs Spaight
William Blount
Hugh Williamson

South Carolina
John Rutledge
Charles Pinckney
Charles Cotesworth Pinckney
Pierce Butler

To be given to each student:

Major Weaknesses of the Articles of Confederation

(1) Each state, regardless of population, had one vote.

(2) Congress had no power to levy and/or collect taxes and could raise money only by borrowing and requesting money from the states.

(3) Congress had no power to regulate interstate or foreign commerce.

(4) There was no executive or leader of the government to carry out acts passed by Congress.

(5) There was no national court system to interpret laws.

(6) The Articles could not be changed unless all thirteen states agreed.

(7) A vote of nine out of thirteen states was required to pass laws by Congress.

(8) The Articles established "a firm league of friendship" among the states but each state maintained its own "sovereignty". Congress had no power to force states to obey any laws passed by Congress.

To be given each student at the end of the exercise:

Weaknesses of Articles of Confederation Corrected by the U.S. Constitution

(1) Each state, regardless of population, had two votes in the Senate. Another body, the House of Representatives, was established with membership based on population.

(2) Congress was given the power to levy and collect taxes.

(3) Congress was given the power to regulate foreign and interstate commerce.

(4) The Presidency was established to carry out acts passed by Congress.

(5) A national system of courts was established.

(6) The Constitution did not require a unanimous vote of all the states to be amended.

(7) Congress could pass laws by a simple majority.

(8) The Constitution became the supreme law of the land. A division of power was made between the states and the national government. A checks and balances system was established with three separate branches of government.

V. Multi Media Materials

BASIC BOOKS

Commager, Henry Steele. The Great Constitution. New York: Bobbs-Merrill, 1961. Five copies per class. The book provides an exciting account of the making of the Constitution.

Commager, Henry Steele. The Great Declaration. New York: Bobbs-Merrill, 1958. One copy per class. The book draws from documents, letters, and diaries describing the story of the Declaration of Independence.

Johnson, Gerald White. America Grows Up: A History for Peter. New York: Morrow, 1960. One copy per class. The second of a series that presents the span of American history. This volume deals with the period following the Constitutional Convention to the beginning of World War I, and is also suitable for use with Units III and IV.

Montgomery, Elizabeth Rider. Old Ben Franklin s Philadelphia. Champaign, Illinois: Garrard, 1967. One copy per class. This book provides a realistic account of Philadelphia in the summer of 1787.

Morris, Richard B. The First Book of the Constitution. New York: Watts, 1958. Two copies per class. This book presents a colorful overview of the beginnings of our Constitution.

Quigley, Charles N. Your Rights and Responsibilities as an American Citizen. Boston: Ginn and Co., 1967. Thirty-five copies per three sections.

SUPPLEMENTARY BOOKS

Eaton, Jeannette. That Lively Man, Ben Franklin. New York: William Morrow and Co., Inc., 1948. This biography emphasizes social history.

Foster, Genevieve. George Washington. New York: Charles Scribners Sons, 1949. A basic biography, this account is well researched, well illustrated, and appropriate for all groups.

Hays, Wilma P. Freedom. Coward McCann, Inc., New York, 1958. This volume contains reproductions of 26 significant documents with a brief historical background of each.

Hayman, Leroy. What You Should Know About the U.S. Constitution and the Men Who Wrote It. New York: Scholastic Book Services, 1966. This is an inexpensive paperback.

Johnson, Gerald White. The Supreme Court. New York: William Morrow & Co., Inc., 1962. This study, two-starred in Children's Catalog, is "explicit...informal...and dignified."

Judson, Clara Ingram. Benjamin Franklin. Chicago: Follett Publishing Co., 1957. This full-scale biography concentrates on Franklin as a political figure.

Lawson, Robert. Ben and Me. Boston: Little, Brown and Co., 1947. This amusing account of Franklin's relationship with the mouse Amos is best enjoyed after a "straight" biography.

Witty, Paul. You and the Constitution of the United States. Chicago: Children's Press, Inc., 1948. This cartoon-illustrated essay describes the story of the Constitution.

PROFESSIONAL REFERENCE

Bowen, Catherine Drinker. Miracle in Philadelphia. New York: Bantam Books, Inc., 1966. This is an inexpensive, well-written account of the framing of the Constitution.

FILMS

The Bill of Rights in Action: Story of a Trial. Film Associates.

Capitol: Chronical of Freedom. EBEC, 22 min., color.

The Constitution of the United States. EBEC, 22 min., black & white.

Great Rights. Brandon Films, 14 min., color.

Our Country's Emblem. Coronet, 10 min., black & white.

FILMSTRIPS AND RECORDS

Articles of Confederation. Modern Learning Aids.
The Constitution. Modern Learning Aids.
Freedom of the Press. Modern Learning Aids.
These filmstrips present historical problems, utilize role playing, and encourage decision making.

Benjamin Franklin: Symbol of the American Revolution. Guidance Associates. These two filmstrips and records examine Franklin's life and times, and show his impact on the early development of the United States.

Federal Courts. EBEC. This filmstrip gives information about the Federal court system under the Constitution.

The Federal Lawmaking Process. Guidance Associates. These two filmstrips and records describe the functions of the legislative branch of government in historical perspective. These materials are recommended for capable students.

The Fight to Get Trial by Jury. Warren Schloat Productions. Evolution of the right of trial by jury from the time of William the Conqueror is depicted in this filmstrip.

Foundations of Democracy in the United States: Writing the Constitution. The Jam Handy Organization. This filmstrip describes the debate and compromise that led to the framing of the Constitution.

How a Juror is Chosen. Warren Schloat Productions. This filmstrip explains how a juror is chosen and describes court procedures.

Laws that Protect People. Warren Schloat Productions. This easily understood filmstrip shows that because men live together in society they need laws for the protection of all.

Our Basic Need for Laws. Basic Skills Inc. This filmstrip provides an excellent study of the need for justly-administered law and critically examines the so-called law of the jungle and the law of the frontier.

Under a New Government. Museum Extension Service. This filmstrip describes how America's early leaders brought order out of chaos and established a new government.

We, the Government: The Citizen and Government. Education Services Inc. The filmstrip and accompanying record describes the need for law beginning with primitive society and examines the structure of United States democracy.

You and Your Government. Audio Visual Division, Popular Science Publishing Co., Inc. This easily understood filmstrip describes the function of government in a free society and how men can govern without restricting the rights of others.

Your Bill of Rights. Audio Visual Division, Popular Science Publishing Company, Inc. A description of the Bill of Rights and the historical context in which it was written and accepted is given in this easily understood filmstrip.

Unit III: WESTWARD EXPANSION *

Estimated time of coverage - 9 weeks

I. Major Concepts

A. Culture

Children will examine the role of the frontier in shaping the American culture with emphasis on folklore, art, and music.

B. Habitat and Its Significance

Children will investigate the interrelationship between man and his environment.

C. Social Change

Children will

. Analyze the role of transportation and communication in development of civilization

. Examine social and physical mobility in American society.

D. Institution

Children will explore frontier justice and government.

E. Scarcity

Children will examine the economic factors influencing migration.

F. Morality and Choice

Children will investigate the role of social and economic presuures in making decisions; e.g., desire for land vs. Indian rights.

G. Dignity of Man

Children will examine the nature of the Indian as an individual.

II. Skills

Children will

. Interpret historical events when there is limited evidence

. Discriminate between truth and fiction

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* At the beginning of the school year all children examine cases one through four in Selected Case Studies in American History. These should precede any of the units in this supplement.

. Identify cultural bias

. Make comparisons, collect and interpret data, define problems, and suggest alternate solutions

. Place related events in chronological order

. Locate places on maps and globes

. Determine relative location

. Relate historical events to the geographic setting in which they took place.

III. Content (Cases 8, 9, and 10 from Selected Case Studies in American History should be used during this unit.)

The following questions should serve as a starting point for teachers in developing problems to be investigated. These are not necessarily intended to be asked directly to students but should be adapted to suit individual student needs.

A. What is a frontier? (Daniel Boone to John Glenn)

1. Why do people move?

2. What do we mean by the "Pioneer Spirit"? What opportunities are available today to exhibit the "Pioneer Spirit"?

B. What role did transportation and communication play in settling the West?

1. What modes of transportation did the pioneers employ?

2. How did geography determine the location of settlements?

3. Why and how did Westward routes develop; e.g., Wilderness Road, Erie Canal, Ohio River Route, Oregon Trail, and the Union Pacific Railroad?

4. What avenues of communication connected frontier settlements and the older America?

C. What was pioneer life like in fact and fiction?

1. What kinds of people went West? Where did they come from? What were their trades?

2. What contributions did various ethnic groups make to the opening and development of the frontier; e.g., Negroes, Mexicans, Orientals?

3. How did frontiersmen live? How did they acquire land? What were their homes like? How did they treat their natural resources?

4. What kind of communities did the frontiersmen create?

5. What did the pioneers do about school and church?

6. What stories and fables grew up around pioneer heroes and pioneer life? Why was there a need for hero stories?

7. What songs did pioneers sing? What musical and artistic expressions grew out of the frontier? (Square dance)

8. Do television westerns accurately depict the old West? Why or why not?

D. How was justice administered on the frontier?

1. What kind of law and law enforcement authority existed on the frontier?

2. How did pioneers justify taking land from the Indians? How did the Indians react? Why?

E. What current problems do the Indians have?

F. How did the growing United States acquire territory after 1783?

- Louisiana Purchase
- Mexican Cession
- Florida
- Northwest Territory (Oregon)
- Texas
- Gadsden Purchase
- Alaska
- Hawaii
- Other territories

G. Chicago: A Nineteenth Century City

1. How did geographical factors determine the location of Chicago and contribute to its importance to the nation?

2. Who came to Chicago as early settlers and nineteenth century immigrants?

3. What industries became important in Chicago? Why?

4. Why is Chicago considered a hub of transportation?

H. Los Angeles: A Twentieth Century City

1. What are its cultural backgrounds?

2. What characteristics of the 20th century city does Los Angeles possess; e.g., urban sprawl, water shortage, air pollution, population explosion?

3. How are Boston, Chicago and Los Angeles alike? How are they different?

I. Why are the following considered heroes of the frontier?

- Daniel Boone
- Lewis and Clark
- Davy Crockett
- Buffalo Bill
- Zebulon Pike
- Brigham Young
- John Henry
- John James Audubon
- John C. Fremont
- Kit Carson
- Paul Bunyan
- Pecos Bill
- Junipero Serra
- Mike Fink
- Johnny Appleseed

IV. An Inquiry Model

THE PROMISE AND PROBLEMS OF URBAN LIFE

After having briefly studied two or three American cities at different stages of development, students will now turn to an examination of their local metropolitan area.

Students will become urban planners for the Washington area and will analyze the area's assets and problems. They will identify specific problems and develop plans of action for coping with these problems. The degree of complexity for carrying out this program is left to the discretion of the teacher, based on student needs and capabilities.

1st Step Divide the class into groups of five students or less, each with a group leader and a recorder. Each group will investigate the following questions:

A. What are the major assets of the Washington area?

B. What are the major problems of the Washington area?

Interview assignment:

Students will discuss the above questions with parents and neighbors. Each student should interview two adults (only one from his own family), and take brief notes on each interview based on the above two questions. (The teacher may wish to precede this assignment with a model interview as a review of necessary skills and techniques.)

2nd Step Each group will examine the results of its interviews and organize a report based on these interviews to present to the class.

3rd Step Each group leader will report to the class the findings of his group. The teacher will list on the board the major assets and problems. The class will then select what it considers the five most severe problems.

4th Step The class again divides into small groups, and each group will select one of the five problems for further investigation. Each group will produce the following:

A five-year plan of action to solve the problem including major obstacles they anticipate may obstruct their proposal.

5th Step Groups will continue working on assignment.

6th Step Group leaders will report briefly to the class, and all students will critique each report. The class will choose what it considers the best plan of action.

7th Step Evaluation: Much of the evaluation will be based on observations by the teacher of individual student responses, participation in discussion, and completion of the interview assignment. The entire class could develop a group summary of major points developed during the unit to determine understandings of urban affairs. Individual children could choose and critically evaluate a particular plan.

V. Multi Media Materials

BASIC BOOKS

Berry, Erick. When Wagon Trains Rolled to Sante Fe. Champaign, Illinois: Garrard, 1966. One copy per class. This easy book provides an action-filled account of an overland journey West.

Blossingame, Wyatt. Bent's Fort: Crossroads of the Great West. Champaign, Illinois: Garrard, 1967. One copy per class. This book describes life on the frontier on the Sante Fe trail in the early 1800's.

Gardner, William E., Robert L. Beery and James R. Olson. Selected Case Studies in American History. Volume I. Boston: Allyn and Bacon, Inc., 1969. Case Eight, "Aaron Burr: Guilty or Not Guilty," Case Nine, "The Real Davy Crockett," and Case Ten, "The Cherokee Incident," pertain to this unit.

Glendinning, Richard. When Mountain Men Trapped Beaver. Champaign, Illinois: Garrard, 1967. One copy per class. This is the story of the rough and hardy life of fur trappers in the Rocky Mountains.

McCague, James. When the Rails Ran West. Champaign, Illinois: Garrard, 1967. One copy per class. This is a lively account of the years in which the cross-country railroad was built.

McCague, James. Mississippi Steamboat Days. Champaign, Illinois: Garrard, 1967. One copy per class. This easy book brings the steamboat era to life.

McCague, James. Flatboat Days on Frontier Rivers. Champaign, Illinois: Garrard, 1968. One copy per class. This is a vivid account of flatboatmen taking cargo down the Ohio and Mississippi Rivers.

Montgomery, Elizabeth Rider. When a Ton of Gold Reached Seattle. Champaign, Illinois: Garrard, 1968. One copy per class. This easy book describes what happened when gold fever swept through Seattle in 1897.

Stanck, Muriel. You and Chicago. Chicago: Benefic Press, 1964. One copy per class. This book tells of the growth of Chicago.

Stjernberg, Lloyd A. and Tobin, John F. The Young Citizen and Chicago. New York: Sadlier, 1967. Teacher's Guide. One copy per class. This book traces Chicago from early days to the present.

SUPPLEMENTARY BOOKS

Ayers, James Sterling. John James Audubon. Champaign, Illinois, 1966. A "Discovery Book." This simply-written biography can be used with children on a very low reading level.

Blair, Walter. Tall Tale America. New York: Coward McCann Inc., Publishers, 1944. Daniel Boone, Mike Fink, Davy Crockett, Johnny Appleseed, Paul Bunyan, Pecos Bill, and John Henry all emerge from well told tales. Because the print is very small, this invaluable volume may be mainly a teacher resource.

Bowman, James Cloyd. Mike Fink. Boston: Little, Brown & Company, 1957. This is a tale of the legendary riverman.

_____. Pecos Bill, The Greatest Cowboy of all Time. Chicago: Albert Whitman & Co., 1964. This is a thorough treatment of the legendary cowboy.

Brink, Carol Ryrie. Caddie Woodlawn. New York: The Macmillan Company, 1935. The Newberry Medal Book of 1936, this appealing story of a tomboy on the Wisconsin frontier cannot help enriching the life of any reader.

Bulla, Clyde R. Riding the Pony Express. New York: Thomas Crowell Co., 1948. Like all the Bulla books, this story is useful for the slower reader.

Discovery Books, The. Champaign, Illinois: Garrard Publishing Co. The titles in this series, which is designed for children reading on a fourth grade level include: Buffalo Bill, Daniel Boone, George Rogers Clark, Crazy Horse, Sam Houston, Andrew Jackson, Lewis and Clark, Annie Oakley, Sacagawea, Marcus and Narcissa Whitman, and Lumber Jacks of the North Woods.

Daugherty, James. Daniel Boone. New York: The Viking Press, Inc., 1939. This 1940 Newberry Medal Book is beautifully illustrated.

Felton, Harold W. John Henry and His Hammer. New York: Alfred A. Knopf, Inc., 1950. This is a splendid version of the John Henry legend. Mr. Felton has also written Mike Fink, Best of the Keelboatmen (Dodd, 1960) and New Tall Tales of Pecos Bill (Prentice-Hall, 1958).

Feverlicht, Roberta Strauss. The Legends of Paul Bunyan. New York: Collier Books, 1966. This collection is useful for all groups. Teachers might wish to read aloud a sampling of tall tales.

Hogenboom, Amy. Audubon and His Sons. New York: Lothrop, Lee & Shepard Co., Inc., 1956. This biography emphasizes Audubon's family.

Hollman, Clide. Five Artists of the Old West. New York: Hastings House, 1965. Catlin, Bodmer, Miller, Remington, and Russell are treated in this illustrated volume, which is a valuable resource for the teacher and child interested in Western art.

Huthmacher, J. Joseph. A Nation of Newcomers. New York: Dell Publishing Co., Inc., 1967. This book traces the history and contributions of ethnic minorities in the United States.

Kiernan, Margaret and John. John James Audubon. New York: Random House, 1954. A "Landmark Book," this is a model biography for the upper elementary child.

Leach, Maria. The Rainbow Book of American Folk Tales. Cleveland: The World Publishing Company, 1958. This is a rich sampling of American folklore.

Malcomson, Anne. Yankee Doodle's Cousins. New York: Houghton Mifflin Company, 1941. This collection includes Pecos Bill, Paul Bunyan, and Johnny Appleseed.

McCall, Edith. Hunters Blaze the Trails. Chicago: Children's Press, Inc., 1959. This is one of Edith McCall's contributions to the "Frontiers of America" series, designed for third to fifth grade reading level. Among her other books are Cumberland Gap and Trails West, Explorers in a New World, Gold Rush Adventures, Log Fort Adventures, Mail Riders, Pioneering on the Plains, Steamboats to the West, and Wagons Over the Mountains.

Miers, Earl Schenck. Wild and Wooly West. Chicago: Rand, McNally and Co., 1964. This balanced account of the history of the West is suitable for average and above-average groups.

Ross, Nancy Wilson. Heroines of the Early West. Eau Claire, Wisconsin: E.M. Hale and Company, 1960. This"Landmark Book"will be of interest to girls.

Shapiro, Irwin. Tall Tales of America. New York: Guild Press, Inc., 1958. This collection contains tales about Pecos Bill, Johnny Appleseed, Davy Crockett, Paul Bunyan, and John Henry.

Steele, William O. Wilderness Journey. New York: Harcourt, Brace & World, 1953. Mr. Steele's fictional accounts of frontier life are an invaluable resource for this unit. His reading level ranges from easy to difficult; his stories are not only well researched, but enable children to live the past vicariously. Other titles include Daniel Boone's Echo, Davy Crockett's Earthquake, and The Year of the Bloody Sevens.

Tunis, Edwin. Frontier Living. Cleveland: The World Publishing Co., 1961. Well illustrated and well indexed, this is a valuable study of successive frontiers.

_____. Indians. Cleveland: The World Publishing Co., 1957. This is a basic resource for the history of the American Indian.

Wilder, Laura Ingalls. Little House in the Big Woods. New York: Harper & Row, 1953. This is the first volume of a series of eight books, all of which offer genuine insight into pioneer life. Classified as fiction, these books are autobiographical, authentic, well-written, and popular with children. The reading level progresses in difficulty in this series.

Wood, Ray. The American Mother Goose. Philadelphia: J.B. Lippincott Co., 1940. This collection of frontier rhymes contains a forword by John A. Lomax.

FILMS

Alaska: America's Northern Frontier. McGraw-Hill, 19 min., color.

Alaska: The 49th State. EBEC, 17 min., color.

Alaska: U.S.A. Bailey, 22 min., color.

Cattlemen: A Rancher's Story. EBEC, 22 min., color.

Frontier Boy of the Early Midwest. EBEC, 15 min., color.

Hawaii's History: Kingdom to Statehood. Film Association of California, 13 min., color.

Hawaii: America's Tropical State. McGraw-Hill, 16 min., color.

Map of Hawaii: Hawaii's Origin. Academy Films, 18 min., color.

Johnny Appleseed: A Legend of the Frontier Life. Coronet, 13½ min., color.

The Journal of Lewis and Clark. EBEC, 27 min., color.

Loon's Necklace, The. Crawley Films, 10 min., color.

The Pacific Northwest, Putting Water to Work. McGraw-Hill, 14 min., color.

National Parks: Our American Heritage. Bailey Films, 20 min., color.

Land of Immigrants. Churchill Films, 16 min., color.

Puerto Rico: Its Past, Present and Promise. EBEC, 20 min., color.

Southwest, Challenge and Change. McGraw-Hill, 14 min., color.

The Story of the St. Lawrence Seaway. National Film Board of Canada, 16 min., color.

Westward Movement I: Settlers of the Old Northwest Territory. EBEC, 15 min., color.

Westward Movement III: Settling of the Great Plains. EBEC, 17 min., color.

Westward Movement V: The Gold Rush. EBEC, 23 min., color.

The Wheat Belt. Indiana University, 16 min., color.

Wilderness Road. Virginia State Board of Education, 22 min., color.

FILMSTRIPS AND RECORDS

Building the Erie Canal. EBEC. The filmstrip depicts the Erie Canal as a way west, its impact on the growth of the Northeast, and the difficulties encountered in building the canal.

Cities U.S.A. Guidance Associates. This filmstrip and record provide an outstanding review of urban life and problems.

Critical Thinking Aids Series. Modern Learning Aids.
Farming Frontier
Cattle Kingdom
From Sea to Sea
Gold Rush
Hawaii and Alaska
Immigrants: The American Dream
Indian Problems
Louisiana Purchase
Mining Frontier
Moving West
New Ways West
Pacific Northwest
The Prairie
Texas and Santa Anna
Second Generation Americans
Ghettos
These filmstrips are problem-oriented and lead to open-ended discussion. They are designed to provide maximum student involvement through role playing.

The History of the American Negro. McGraw-Hill.
From Africa to America
Slavery in the Young American Republic
Slavery in "A House Divided"
The Negro in Civil War and Reconstruction
The Negro in the Gilded Age
The Negro Faces the Twentieth Century
The Negro Fights for the "Four Freedoms"
The Threshold of Equality
This series helps provide a basic understanding of the Negro in America, his problems and contributions and can be used with Units I, III, and V.

Frontiers. Folkways Records. An excellently recorded production of pioneer folksongs, this record contains narration providing historical perspective.

How the West Was Won. Life. Reproductions of paintings and drawings tell the story of Westward expansion in the nineteenth century.
Trail Blazers and Indians
Covered Wagon Days
Toward Statehood
Cowboys, Homesteaders, and Outlaws

Life on the Wagon Train. McGraw-Hill. This filmstrip recreates the life of the pioneer as he moved westward by wagon.

Tools and Handicrafts of the Plain Indians. McGraw-Hill. This is an interesting study of Indian daily life.

The U.S. Great Plains. EBEC. Vivid illustrations depict this geographical area as it thrives today. This set, and the three that follow, provide a twentieth century complement to the filmstrips on Westward expansion in the nineteenth century.
Region of Risk
The Wheat Farmer
The Cattleman
Wealth in Oil

The U.S. Interior West. EBEC. This series provides a twentieth century look at this geographical area.
Region of Challenge
The Public Lands
Growth of a Mining Town

The U.S. Midwest. EBEC. This set on the twentieth century Midwest includes an excellent filmstrip about Chicago, one of the cities used as a case study in Unit III.
Heartland of the Nation
Growth of the Region
Chicago: Transportation Center
Center of the Automobile Industry
The Corn Belt Farmer

The U.S. Pacific West. EBEC. A twentieth century geographical look at this region, this set contains a filmstrip about Los Angeles, a city used as a case study in Unit III.
Pacesetter of the Nation
Growth of the Region
The Rainy North
Exploding Los Angeles
The Water Problems

Westward Expansion. EBEC. A good overview of significant people, places, and events which figure in the Westward movement, this set, together with the Life series, will provide functional background necessary for an understanding of early Westward expansion.

Chief Pontiac	Louisiana Purchase	The Alamo
Northwest Ordinance	The Oregon Trail	Brigham Young

Unit IV: TWO LATIN AMERICAN CULTURES: MEXICO AND PERU

Estimated time of coverage - 4 weeks

I. Major Concepts

A. Culture

Children will

. Examine two countries of Latin America with an emphasis on cultural anthropology

. Explore culture manifestations of these societies, including the fine arts.

B. Empathy

Children will grow in their understanding of and respect for other cultures.

C. Conflict - Its Origin, Expression, Resolution

Children will analyze the interaction of social, political and economic forces.

D. Interaction

Children will explore the diffusion of cultures.

E. Habitat and Its Significance

Children will investigate the effect of geographic factors on economic and social development.

F. The Industrialization-Urbanization Syndrome

Children will investigate such factors of technological change as urbanization and the utilization of human and material resources.

II. Skills

Children will

. Use maps, graphs, pictures, and charts to interpret the influence of economic development

. Gather, analyze, and interpret data objectively

. Apply problem-solving and critical-thinking skills to social issues of another culture.

III. Content

The following questions should serve as a starting point for teachers in developing problems to be investigated. They are not necessarily intended to be asked directly to students but should be adapted to suit individual student needs.

P E R U

Estimated time of coverage - 3 weeks

A. Why is the llama so important to Peruvian life?

B. What major geographic areas are characteristic of Peru and how do people live in these areas?

   1. What effect does altitude have on many people in Peru?

   2. What other countries of South America are similar?

C. Who were the Incas and what impact did they have on modern Peruvian life?

D. How are the major problems of Lima similar to those of most cities of the United States; e.g. living conditions, unemployment, health, education, and crime. (Emphasize the movement from the rural areas into city and the resulting effects.)

E. What similar problems can you find in the cities of the United States?

F. What are some of the promising developments in the cities of Peru?

M E X I C O

Estimated time of coverage - 4 weeks

A. How do people live and make a living in rural Mexico?

B. How do the geographic features of Mexico affect its economy?

C. Who are the Mestizos and where did they come from?

D. What do the symbols on the Mexican flag represent and where did Mexico get its name?

E. Who were the conquistadores and how did Cortez and his small army bring about the downfall of Montezuma and the Aztec Empire?

F. What impact did the Spanish have on the culture of Mexico; e.g., religion and society, art and architecture, government?

G. What are some of the cultural similarities between Mexico and the Southwestern United States and why do they exist?

H. What groups have dominated Mexico's government since the coming of the Spanish and why were they successful?

I. How did the leadership of the Mexican Revolution differ from that of the American Revolution? In what other way were they similar or different?

J. What has happened since the Revolution of 1910 to move Mexico away from a dictatorship toward a democracy?

K. What effect has modern technology had on Mexico and what are the prospects for the future?

L. Why has Mexico in the past had a distrust of the United States; e.g., land disputes, economic domination by U.S., "Big Brother Role"?

M. How does the problem of distrust apply to other countries in the Western Hemisphere?

IV. Inquiry Model

A TWO-WAY STREET

The class divides into groups of five or less, each with a leader and recorder. The children may organize in terms of their interest in the following roles. (Others may be suggested by the class.)

Problem

Time: The present

Place: Anywhere in Latin America

Situation: You are a tourist. How can you, as a visitor, help to improve the image of the U.S. in the eyes of the people you meet?

Problem

Time: The present

Place: Mexico and Peru

Situation: You are visiting a home in Mexico or Peru. What difficulties might you encounter in day-to-day living?

Problem

Time: The present

Place: Fairfax County, Virginia

Situation: You have a Latin American visiting in your home and school. What would you do to make him feel welcome and comfortable?

After two or three days of investigation and planning, each group may share its findings with the class through role playing or dramatization.

V. Multi Media Materials

BASIC BOOKS

Caldwell, John C. Let's Visit Mexico. New York: Day, 1968 (rev.). One copy per class. This is a history of Mexico including Indian civilizations, New Spain, and the relationships of the United States and Mexico.

Chambers, Bradford. Aztecs of Mexico: The Last Civilization. New York: Grosset and Dunlap, 1965. One copy per class. Fascinating facts about one of the great cultures of early America are described in this book including the story of the arts, customs, and life of the Aztecs.

Grant, Clara Louise and Jane Werner Watson. Mexico: Land of the Plumed Serpent. Champaign, Illinois: Garrard, 1968. One copy per class. The country and people of Mexico are presented in legends, stories, including informative chapters on geography, history, and the life of the Mexican in village and town.

Halsell, Grace. Getting to Know Peru. New York: Coward-McCann, 1964. One copy per class. Fictional character situations are used to describe the history, current economic problems, people, and customs of Peru.

Watson, Jane Werner. Peru: Land Astride the Andes. Champaign, Illinois: Garrard, 1967. Two copies per class. This book provides a picture of Peruvian life as it was lived long ago by Inca Indians in the Andes and as it is lived today in rural areas and modern cities.

SUPPLEMENTARY BOOKS

Baumann, Hans. Gold and Gods of Peru. New York: Pantheon Books, 1963. The everyday life of the people who lived in Peru during the days of the Incas is recreated in this book.

Bleeker, Sonja. The Aztecs: Indians of Mexico. New York: Morrow, 1963. This volume offers a history of the Aztec Empire in Mexico before conquest by the Spaniards and discusses the Aztecs living today.

_____. The Inca: Indians of the Andes. New York: Morrow, 1960. An excellent description of the life of the Incas is offered in this volume.

Cavanna, Betty. Lucho of Peru. New York: Watts, 1961. A fictional account of a boy in Peru, this book examines the present-day food, clothing, shelter, and transportation of that country.

Clark, Ann Nolan. Secret of the Andes. New York: Viking, 1952. This offers an excellent insight into the impact of the ancient culture of the Incas of modern Peru.

McNeer, May Yonge. The Mexican Story. New York: Ariel, 1953. This well-illustrated account of Mexico's history from the Mayas to the present focuses on the important people who have influenced its development.

PROFESSIONAL REFERENCES

Peterson, Harold F. Latin America. New York: Macmillan Co., 1966.

Preston, Ralph C. and John Tottle. In Latin American Lands. Boston: D.C. Heath, 1967.

Sanchez, George I. Mexico. Boston: Ginn and Co., 1966.

FILMS

The Ancient Peruvian. International Film Foundation, 27 min., color.

Geography of South America: Countries of the Andes. Coronet, 11 min., color.

Geography of South America: The Continent. Coronet, 14 min., color.

Mexican Boy: Story of Pablo. EBEC, 22 min., color.

Mexico, Part I: Northern and Southern Regions. McGraw-Hill, 17 min., color.

Mexico, Part II: Central and Gulf Coast. McGraw-Hill, 18 min., color.

Mexico: Land and People. EBEC, 20 min., color.

Peru. McGraw-Hill, 17 min., color.

The Spanish Explorers. EBEC, 14 min., color.

FILMSTRIPS AND RECORDS

Ancient American Indian Civilizations. EBEC, 7 filmstrips.
Inca Achievements in Art and Science
Incas and Their Way of Life
Maya and Their Way of Life
Maya Achievements in Art and Science
Aztecs and Their Way of Life
Aztec Achievements in Art and Science
The Aztecs, The Maya, The Incas: A Comparison
This set examines three well-organized civilizations in Central and South America up to the Spanish Conquest. Economic, social and cultural achievements are studied and compared.

Corridos. Scholastic Book Services. This recording includes stories and songs in Spanish.

Cortes. EBEC.

Family of Mexico. EBEC. This filmstrip tells the story of Pablo and his family in rural Mexico. It is an adaption from the film Mexican Boy--The Story of Pablo. It is suggested that this filmstrip be used when the film is not available.

How Conchita Lives in Mexico. Warren Schloat Productions. Everyday activities of Conchita and her brother Juan are described in this filmstrip. It is an excellent complement to Living in Mexico series.

The Incas and Heritage of the Maya. Life. These excellent filmstrips use photographs of ruins to tell the stories of these ancient civilizations.

Living in Mexico: City and Town. Bailey Films Inc., 4 filmstrips/4 records, teacher's guide.
Cuetzalan: A Small Town in Puebla
Sunday Market in Cuetzalan
Modern Mexico City
Four Poor Families in Mexico City
This sound filmstrip set pictures rural and urban life in Mexico.

Mexico in Transition series. EBEC.
The Land of Mexico
The People of Mexico
Mexico in Revolution
The Agricultural Revolution in Mexico
The Industrial Revolution in Mexico
The Artistic Revolution in Mexico
Three Farmers of Mexico
Arts and Crafts of Mexico
This series of filmstrips depicts the struggle of a totally agricultural country to industrialize and modernize. The effect of this revolution is shown in education and art.

Peru. McGraw-Hill. This filmstrip gives an excellent overview of the land, people, and resources of Peru.

Peru and Bolivia. SVE. These eight prints are flat pictures, 18" x 13" in color. They are beautiful reproductions which picture forces of change, cultural diffusion, and urban life in Peru.

Peru Echoes the Inca and Pizarro. Imperial Film Company, 4 filmstrips, 2 records.
The Incas End An Era
The Incas and Their Heirs
Pizarro and the Viceroys (Part 1)
Pizarro and the Viceroys (Part 2)
This sound filmstrip presentation ranges from a study of pre-Incan cultures, the Incas and their present-day descendents, and early days of Peru's rule by Spain to Peru's later years up to the twentieth century.

Unit V. SLAVERY IN AMERICA *

Estimated time of coverage - 2 weeks

I. Major Concepts

A. Historical Method and Point of View

Children will examine different points of view on the nature of slavery in American life.

B. Freedom and Equality

Children will examine the American dilemma of slavery versus the American creed; e.g., man as chattel vs. the Declaration of Independence.

C. Dignity of Man

Children will examine the need for individual freedom and personal integrity vs. economic and social needs.

II. Skills

Children will

. Analyze primary and secondary sources concerning a complex problem

. Make interpretations based on analysis.

III. Content

The following questions should serve as a starting point for teachers in developing problems to be investigated. They are not necessarily intended to be asked directly to students but should be adapted to suit individual student needs.

A. What generalizations can be reached concerning the treatment of slaves by their masters?

B. What arguments were used to rationalize slavery prior to the Civil War?

C. What range of attitudes did Northerners display toward Freed Negroes?

D. Why is it still difficult to draw a clear picture of what slavery was really like?

E. What treatment, if any, do the textbooks you can find give to the role of slavery in American life?

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* This unit, using Cases eleven, twelve, and thirteen in Selected Case Studies in American History, is designed as an enrichment program for students completing the first ten cases.

IV. Multi Media Materials

BASIC BOOK

Gardner, William E., Robert W. Beery and James R. Olson. Selected Case Studies in American History. Volume I. Boston: Allyn and Bacon, Inc., 1969. Cases eleven, twelve and thirteen: "Slavery: Issue On Trial," "Slavery: Free Men Speak," and "Slavery: Slaves Speak" deal with varying viewpoints concerning slavery in American life.

SUPPLEMENTARY READING

Ingraham, Leonard W. Slavery in the United States. New York: Franklin Watts, Inc., 1968. A thorough and objective study of the black man in America from the establishment of slavery to its legal termination. Original source materials and photographs are included.

Katz, William L. Eyewitness: The Negro in American History. New York: Pitman Publishing Co., 1967. This is a difficult book.

Lester, Julius. To Be a Slave. New York: The Deal Press, Inc., 1968. A Newberry Medal runner-up of 1968, this book tells it like it was, using the memories of slaves.

Patrick, John J. The Progress of the Afro-American. Westchester, Ill.: Benefic Press, 1968. This is a general reference.

Seaber , Stanley. The Negro in American History. Volume I., Which Way to Citizenship? New York: Scholastic Book Services, 1968. This is an inexpensive, paperback reference.

PROFESSIONAL REFERENCES

Quarles, Benjamin. The Negro in the Making of America. New York: Collier-Macmillan, 1964.

Wade, Richard C. The Negro in American Life. New York: Houghton Mifflin, 1965.

FILMSTRIPS AND RECORDS

America's Peculiar Institution. Zenger Productions, Social Studies School Services. This two-part sound filmstrip offers a realistic portrayal of slavery and includes a teacher's guide.

From Africa to America. McGraw-Hill, See Unit I.

Slavery in "A House Divided". McGraw-Hill, See Unit I.

Slavery in the Young American Republic. McGraw-Hill, See Unit I.

SPECIAL RESOURCES

"The Slave Trade and Its Abolition." History Jackdaws. New York: Grossman Publishers Inc. This is a documents kit that provides a variety of materials for use with this unit.